CHAIRMAN OF THE JOINT CHIEFS OF STAFF INSTRUCTION

OFFICER PROFESSIONAL MILITARY EDUCATION POLICY

References: See Enclosure G

1. <u>Purpose</u>. This instruction promulgates the policies, procedures, objectives, and responsibilities for officer professional military education (PME).

2. <u>Cancellation</u>. CJCSI 1800.01, 1 March 1996, "Officer Professional Military Education Policy" is canceled.

3. <u>Applicability</u>. This instruction applies to the Joint Staff, the National Defense University (NDU), and the Military Services. It is distributed to other agencies for information only.

4. <u>Chairman's Vision</u>. The US military of the future must channel the vitality and innovation of its people and leverage technological opportunities to achieve new levels of effectiveness in joint warfighting. This is the thrust of the Chairman's *Joint Vision 2020* (JV 2020), and PME must play a significant role in developing the type of Armed Forces outlined in the Chairman's vision. Focused on achieving dominance across the range of military operations through the application of new operational concepts, JV 2020 builds upon the conceptual template established by JV 2010 to guide the continuing transformation of America's Armed Forces.

   a. The fundamental challenge for our Armed Forces is to shape and respond in the current and near-term security environment while concurrently preparing for the future.   Because our forces are engaged worldwide every day, their transformation is necessarily evolutionary. This transformation is not a choice between people and technology, it is

the development of doctrine, organizations, training and education, leaders, and people that effectively takes advantage of the technology to give the nation the best military capability.

b. A crucial issue will be our ability to conduct effective, dominant information operations. As JV 2020 asserts, information superiority is a key enabler for the emerging operational concepts of dominant maneuver, precision engagement, focused logistics, and full-dimensional protection. The key concepts and implications of information operations must be addressed at all PME institutions in a manner commensurate with their mission in the PME system.

c. The men and women of our Armed Forces are the nation's most important strategic resource. Only a force of dedicated, highly educated, and well-trained men and women capable of leveraging new ideas will succeed in the complex and fast-paced environment of future military operations. Moreover, this force must exhibit honor, integrity, competence, physical and moral courage, dedication to ideals, respect for human dignity, the highest standards of personal and institutional conduct, teamwork, and selfless service. Thus, it is imperative to maintain sustained emphasis on ethical conduct and the highest ideals of duty, honor, and integrity at all PME institutions.

5. <u>Policy</u>

a. The Chairman of the Joint Chiefs of Staff, as defined by law, is responsible for the following tasks related to military education:

(1) "Formulating policies for coordinating the military education and training of members of the armed forces" (subparagraph (a)(5)(C), reference a).

(2) Advising and assisting the Secretary of Defense by periodically reviewing and revising the curriculum of each school of the National Defense University to enhance the education and training of officers in joint matters (paragraph (b), reference b).

b. This instruction outlines the policies and procedures necessary to fulfill CJCS PME responsibilities. Enclosures B through D address specific PME policies, assign responsibilities for policy implementation, and outline the PME review process. Enclosure E outlines standards, learning areas, and objectives that define the JPME program, and Enclosure F addresses JPME oversight processes. Enclosure G is a list of references pertaining to this instruction.

6. <u>Summary of Changes</u>. Provided below are the major changes from the 1 March 1996 Officer Professional Military Education Policy (OPMEP) that have been incorporated into this draft revision.

    a. The layout has undergone major revision to improve its organization and readability.

    b. Language concerning the importance of professional values has been added to the basic instruction.

    c. Guidance concerning precommissioning- and primary-level education programs has been expanded within the Officer Professional Military Educational Framework.

    d. Information on the Joint Flag Officer Warfighting Course (JFOWC) and the Joint Forces Air Component Commander Course (JFACC) has been removed from the Officer Professional Military Educational Framework.

    e. An appendix containing the initial certification dates for all accredited joint education programs has been included in the instruction.

    f. The definitions of military faculty and faculty for the purpose of computing student-to-faculty ratios have been clarified.

    g. The resident program student-to-faculty ratios have been changed from goals to standards.

    h. The enclosure on NDU policy has been removed from this instruction and upgraded to a CJCS NDU policy instruction.

    i. Distance education policies for intermediate and senior-level colleges have been included.

    j. Criteria for CJCS chairs have been modified to include completion of both phases of JPME.

    k. Student quota reallocation procedures for NDU schools have been clarified.

    l. The Military Education Coordination Conference (MECC) is redesignated the Military Education Coordination Council (MECC), and the organization, purpose, and functions have been modified.

    m. Procedures for identifying special areas of emphasis have been modified and clarified.

    n. The format for the triennial report by the Military Services on their precommissioning and primary-level joint education programs has been modified and added to the instruction.

    o. The joint learning areas and objectives for all levels of professional military education have been modified.

    p. The Process for Accreditation of Joint Education (PAJE) has been clarified and information added concerning the sequencing and scheduling of PAJE reviews.

    q. The format for the institutional self-study has been modified.

    r. Language in the National Defense Authorization Act for FY 2001 changed the name of Armed Forces Staff College to Joint Forces Staff College (P.L. 106-398, sec 913).

7. Releasability. This instruction is approved for public release; distribution is unlimited. DOD components (to include the combatant commands), other Federal agencies, and the public may obtain copies of this instruction through the Internet from the CJCS Directives Home Page--http://www.dtic.mil/doctrine. Copies are also available through the Government Printing Office on the Joint Electronic Library CD-ROM.

8. Effective Date. This instruction is effective upon receipt.

9. Revisions. Submit recommended changes to this policy to the Joint Staff, J-7, Joint Education Branch, 7000 Joint Staff, Pentagon, Washington, D.C. 20318-7000.

10. Information Requirements. Reports required by this policy are exempt from normal reporting procedures in accordance with reference c.

HENRY H. SHELTON
Chairman
of the Joint Chiefs of Staff

Enclosures:

A -- Officer Professional Military Education Policy
    Appendix A -- Milestones in JPME Development
    Appendix B -- Officer Professional Military Educational
              Framework
       Annex A -- Officer Professional Military Educational
              Framework (Figure A-B-A-1)
    Appendix C -- Joint Officer Management Educational
              Requirements
    Appendix D -- CJCS Accredited Joint Education programs

B -- Policies for Intermediate- and Senior-Level Colleges

C -- PME Review Process

D -- Responsibilities

E -- Joint Professional Military Education
    Appendix A -- Precommissioning- and Primary-Level Joint
              Professional Military Education
       Annex A -- Format for Triennial Report on Precommissioning
              and Primary JPME
    Appendix B -- Service ILC Joint Learning Areas and Objectives
    Appendix C -- Service SLC Joint Learning Areas and Objectives
    Appendix D -- NWC Joint Learning Areas and Objectives
    Appendix E -- ICAF Joint Learning Areas and Objectives
    Appendix F -- JFSC Joint Learning Areas and Objectives
    Appendix G -- CAPSTONE Joint Learning Areas and Objectives

F -- Process for Accreditation of Joint Education
    Appendix A -- PAJE Charter
    Appendix B -- Institutional Self-Study

G -- References

Glossary
    Part I -- Abbreviations and Acronyms
    Part II -- Definitions

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1 thru 6	O	E-A-A-1 thru E-A-A-2	O
i thru x	O	E-B-1 thru E-B-4	O
A-1 thru A-2	O	E-C-1 thru E-C-4	O
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E-1 thru E-4	O	GL-1 thru GL-8	O
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RECORD OF CHANGES

Change No.	Date of Change	Date Entered	Name of Person Entering Change

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ENCLOSURE A

OFFICER PROFESSIONAL MILITARY EDUCATION POLICY

1. <u>Overview</u>. The Officer Professional Military Education Policy (OPMEP) defines CJCS objectives and policies regarding the educational institutions that comprise the PME system. It also identifies the fundamental responsibilities of the major military educational participants in achieving those objectives. The intent of the PME system is to raise the level of proficiency among the members of the US Armed Forces, and to support the educational requirements of the Chairman of the Joint Chiefs of Staff, the Services, the combatant commanders, and the other Defense agencies.

2. <u>Scope</u>. This instruction addresses PME from precommissioning to General Officer/Flag Officer levels; however, its primary emphasis is on the intermediate and senior levels of PME.

3. <u>General</u>

    a. All officers should make a continuing, strong personal commitment to their professional development beyond the formal schooling offered in our military educational system. Officers share responsibility for ensuring continued growth in themselves and others.

    b. The Services and NDU provide PME to uniformed members of the US Armed Forces, international officers, eligible Federal Government civilians, and other approved students.

    c. Each Service operates its officer military educational system primarily to develop officers with expertise and knowledge appropriate to their grade, branch, and warfare specialty.

    d. NDU institutions enhance the education of selected officers and civilian officials in national security strategy, national resource management, information resources management, information operations, and joint and multinational campaign planning and warfighting.

    e. Close cooperation between the educational and training communities is required to focus training and educational objectives on common goals, reduce redundancy, and develop the best possible leadership for the US Armed Forces.

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APPENDIX A TO ENCLOSURE A

MILESTONES IN JPME DEVELOPMENT

1. Prior to the close of World War II, there was great interest at the highest levels of the government in the shape and direction of the Armed Forces in the postwar era. Accordingly, the Joint Chiefs of Staff (JCS) chartered the Richardson Committee (1945) to examine the entire organizational structure of the military and recommend improvements based on the experiences of the war. The committee proposed establishing the Department of Defense from the War Department and Department of the Navy and strongly advocated establishing a system for joint education and training.

2. Subsequent Service studies emphasized the need for officers to possess a broader understanding of developments outside traditional Armed Forces missions. These studies echoed the recommendation for establishment of joint national security schools. Recommendations of the Baxter Board (1955) and the National War College Ad Hoc Committee (1956) led to revision of the JCS General Plan for Coordinating the Education of the Members of the Armed Forces.

3. The status of the military educational network remained virtually unchanged from the mid-1950s until 1975. That year, the Deputy Secretary of Defense, William Clements, chaired the DOD Committee on Excellence in Education. The committee recommended many changes to the existing structure, including establishing the NDU at Fort McNair, Washington, D.C.

4. In 1982, the Chairman of the Joint Chiefs of Staff, General David C. Jones, chartered an internal study to identify ways of improving the organizational and operational processes of the JCS system. A major finding of this effort was that officers assigned to joint duty needed better education, more joint experience, and improved incentives. In 1984, the JCS issued the Joint Professional Military Education Policy Document to address these concerns.

5. In 1986, the Goldwater-Nichols DOD Reorganization Act of 1986 (GNA) became law, leading to an intensive reassessment of the military educational system. During the 3 years following the GNA, five major studies assessed the system and recommended improvements.

    a. The Dougherty Board on Senior Military Education (1987) focused on the need for increased and improved joint education. This board recommended greater jointness through improvements in the structure,

curriculum content, and student activity of intermediate-level colleges (ILCs) and senior-level colleges (SLCs).

b. The Rostow-Endicott Assessment on the Teaching of Strategy and Foreign Policy at the Senior War Colleges (1987) reinforced the importance of educating officers and government officials in national security. This report provided insight regarding improvement of faculty, student, and administrative processes to increase educational effectiveness.

c. The Morgan Initial Certification Group (1989) recommended CJCS Professional Joint Education curricula validation of the 10 ILCs and SLCs for academic year 1988-1989, with follow-on Phase I accreditation for classes thereafter. The group also recommended improvements to the officer military educational process.

d. Admiral William J. Crowe, Jr., Chairman of the Joint Chiefs of Staff, commissioned The National Defense University Transition Planning Committee (also known as the Admiral Long Committee) in 1989. The committee evaluated the need for and feasibility of transforming NDU into a National Center for Strategic Studies.

e. In light of the GNA, a panel on military education, chaired by Representative Ike Skelton of the Committee on Armed Services, House of Representatives (1987 to 1989), assessed a wide range of issues confronting military education. The panel made numerous, specific recommendations for improving military education. Foremost was establishment of a two-phased JPME system to educate joint officers at Service and NDU schools.

6. General John M. Shalikashvili, Chairman of the Joint Chiefs of Staff, convened a Joint Professional Military Education Review Panel in November 1994. The panel's primary purpose was to assess the ability of the existing PME framework to provide an optimum system for preparing joint warfighters and strategists in the future. Several panel recommendations were incorporated into the previous version of this instruction.

7. JV 2010 provided the CJCS conceptual blueprint for preparing the Armed Forces for the 21st century. JV 2020 builds upon and expands this conceptual template for change that will guide the evolution of future joint doctrine, PME, and training.

APPENDIX B TO ENCLOSURE A

OFFICER PROFESSIONAL MILITARY EDUCATIONAL FRAMEWORK

1. Overview. The Officer Professional Military Educational Framework (see Figure 1) reflects the dynamic system of officer career education. It identifies areas of emphasis at each educational level and provides joint curriculum guidance for PME institutions. It is a comprehensive frame of reference depicting the **sequential and progressive** nature of PME.

   a. The framework structures the development of Service and joint officers by organizing the PME system into five military educational levels, precommissioning, primary, intermediate, senior, and general officer/flag officer. It defines the focus of each educational level in terms of the major levels of war, tactical, operational, and strategic, and it **links the educational levels** so each **builds upon** the **knowledge and values gained at previous levels.**

   b. The framework also recognizes both the distinctiveness and interdependence of joint and Service schools in officer education. Service schools, in keeping with their role of developing Service specialists, place emphasis on education primarily from a Service perspective in accordance with joint learning areas and objectives. Joint schools emphasize joint education from a joint perspective.

2. PME Relationships

   a. PME entails the systematic instruction of professionals in subjects enhancing their knowledge of the science and art of war. The PME system should produce:

      (1) Officers educated in the profession of arms.

      (2) Critical thinkers who view military affairs in the broadest context and are capable of identifying and evaluating likely changes and associated responses affecting the employment of US military forces.

      (3) Senior officers who can develop and execute national military strategies that effectively employ the Armed Forces in concert with other instruments of national power to achieve the goals of national security strategy and policy.

   b. JPME is that portion of PME that supports fulfillment of the educational requirements for joint officer management. It consists of CJCS-certified or accredited JPME programs at the intermediate and

senior levels, as well as Joint Staff-monitored preparatory JPME programs at the precommissioning and primary levels.

3. The PME Framework

a. PME Levels. The framework relates five military educational levels to five significant phases in an officer's career.

(1) Precommissioning. Military education received at institutions and through programs producing commissioned officers upon graduation.

(2) Primary. Education typically received at grades O-1 through O-3.

(3) Intermediate. Education typically received at grade O-4.

(4) Senior. Education typically received at grades O-5 or O-6.

(5) General Officer/Flag Officer. Education received as a GO/FO.

b. Levels of War. The framework portrays the focus of each educational level in relation to the tactical, operational, and strategic levels of war as outlined in the Universal Joint Task List (UJTL -- reference d). It recognizes that PME curricula educate across levels of war.

c. Precommissioning-Level Education.

(1) Institutions and Courses

(a) Military Service Academies.

(b) Reserve Officer Training Corps (ROTC) units.

(c) Federal and State Officer Candidate Schools (OCS) and Officer Training Schools (OTS).

(2) Focus. Precommissioning-level education focuses on preparing officer candidates to become commissioned officers within the Military Department that administers the precommissioning program. The curriculums are oriented toward providing candidates with a basic grounding in the US defense establishment and their chosen Military Service, as well as a foundation in leadership, management, ethics, and other subjects necessary to prepare them to serve as commissioned officers.

d. Primary-Level Education

   (1) Institutions and Courses

      (a) Branch, warfare, or staff specialty schools.

      (b) Primary-level PME courses.

   (2) Focus. Primary-level education focuses on preparing newly commissioned and/or junior officers to serve in their assigned branch or warfare or staff specialty. The curriculums are predominantly Service oriented, and primarily address the tactical level of war, as well as technical subject matter. Depending on the Military Service, this level of PME will occur at various times and intervals within the early years of an officer's service.

e. Intermediate-Level Education

   (1) Institutions and Courses

      (a) Service Intermediate-Level PME Institutions.

         1. Air Command and Staff College (ACSC).

         2. Army Command and General Staff College (ACGSC).

         3. College of Naval Command and Staff (CNCS).

         4. Marine Corps Command and Staff College (MCCSC).

         5. Marine Corps College of Continuing Education (MCCCE).

      (b) Joint and Combined Staff Officer School (JCSOS) at Joint Forces Staff College (JFSC).

      (c) Service-recognized equivalent fellowships and international military colleges.

   (2) Focus. Intermediate-level education focuses on warfighting within the context of operational art. Students expand their understanding of joint force employment at the operational and tactical levels of war. They gain a better understanding of joint and Service

perspectives. Inherent in this level is development of an officer's analytic capabilities and creative thought processes. In addition to continuing development of their combined arms expertise, they are introduced to theater strategy and plans, national military strategy, and national security strategy and policy.

   f. Senior-Level Education

      (1) Institutions and Courses

         (a) Service Senior-Level PME Institutions.

            <u>1.</u> Air War College (AWC).

            <u>2.</u> Army War College (USAWC).

            <u>3.</u> College of Naval Warfare (CNW).

            <u>4.</u> Marine Corps War College (MCWAR).

         (b) Joint Senior-Level PME Institutions.

            <u>1.</u> National War College (NWC).

            <u>2.</u> Industrial College of the Armed Forces (ICAF).

            <u>3.</u> Joint and Combined Warfighting School (JCWS) at JFSC.

         (c) Service-recognized equivalent fellowships and international military colleges.

      (2) Focus. Senior-level education focuses on strategy, and the art and science of developing and using instruments of national power (diplomatic, economic, military, and informational), as necessary, during peace and war to afford the maximum support to policies in order to increase the probabilities and favorable consequences of victory and to lessen the chances of defeat. Studies at these colleges should emphasize analysis, foster critical examination, encourage creativity, and provide a progressively broader educational experience.

   g. Education at the GO/FO Level

      (1) CAPSTONE course at NDU is required for all newly selected GO/FOs. They must attend CAPSTONE within approximately 2 years

after confirmation of selection to 0-7 unless such attendance is waived per DODI 1300.20 (reference e).

 (2) Focus. CAPSTONE is a 6-week course that focuses on joint matters and national security strategy.

4. <u>JPME Within the PME Framework</u>. Officer professional development and progression through the PME framework is a Service responsibility. Embedded within the PME system, however, is a program of joint education (JPME) overseen by the Joint Staff and designed to fulfill the educational requirements for joint officer management as mandated by the GNA of 1986. This JPME program comprises curriculum components at all five educational levels designed to develop progressively the knowledge, analytical skills, perspectives, and values essential for US officers to function effectively in joint, multinational, and interagency operations.

 a. JPME Structure and Flow. JPME includes five elements: (1) preparatory JPME taught at precommissioning and primary schools, (2) JPME Phase I taught at Service intermediate and senior-level schools, (3) JPME Phase II taught at Joint Forces Staff College. (4) the separate JPME programs at National War College and the Industrial College of the Armed Forces, (5) the CAPSTONE course for GO/FOs. All officers should complete precommissioning and primary JPME. Officers desiring to meet the educational requirement for joint officer management should then either complete JPME Phase I, followed by attendance at Phase II prior to or while assigned to a joint duty assignment (JDA), or complete NWC or ICAF prior to a JDA. Finally, officers selected for promotion to GO/FO must attend and complete CAPSTONE within approximately 2 years after confirmation of selection to 0-7 unless such attendance is waived per DODI 1300.20 (reference e, enclosure 8, paragraph E8.6).

 b. JPME Emphasis

 (1) Precommissioning Level. In addition to an introduction to their respective Service, students should have knowledge of the basic US defense structure, roles and missions of other Military Services, the combatant command structure, and the nature of American military power and joint warfare. (Appendix A to Enclosure E identifies joint learning objectives for precommissioning-level programs.)

 (2) Primary Level. The programs at this level address the fundamentals of joint warfare, JTF organization, and the combatant command structure; the characteristics of a joint campaign; how national and joint systems support tactical-level operations; and the capabilities of the relevant systems of the other Services. (Appendix A to

Enclosure E identifies joint learning objectives for primary-level programs.)

    (3) Intermediate Level

        (a) JPME Phase I (Service Colleges). Service ILCs teach joint operations from the standpoint of Service forces in a joint force supported by Service component commands. (Appendix B to Enclosure F identifies joint learning areas and objectives for Service intermediate-level programs.)

        (b) JPME Phase II (Joint Forces Staff College). The Joint and Combined Staff Officers School (JCSOS) at JFSC examines joint operations from the standpoint of the Chairman of the Joint Chiefs of Staff, the Joint Chiefs of Staff, a combatant commander, and a joint task force (JTF) commander. It further develops joint attitudes and perspectives, exposes officers to and increases their understanding of Service cultures while concentrating on joint staff operations. (Appendix F to Enclosure E identifies joint learning objectives for the JCSOS.)

    (4) Senior Level

        (a) JPME Phase I (Service Colleges). Service SLCs provide JPME Phase I education. Service SLCs address theater and national level strategies and processes. Curriculums focus on how the unified commanders, Joint Staff, and Department of Defense use the instruments of national power to develop and carry out national military strategy. (Appendix C to Enclosure E identifies joint learning areas and objectives for Service senior level programs.)

        (b) JPME Phase II (Joint Forces Staff College). The JCWS at JFSC provides JPME Phase II for selected graduates of Service SLCs to further develop joint attitudes and perspectives and hone warfighting skills at the operational level of war. (Appendix F to Enclosure E identifies joint learning objectives for JCWS.)

        (c) NWC. NWC provides a separate, unitary JPME curriculums reflecting the distinct educational focus and joint character of its mission, thus, JPME Phases I and II do not apply to NWC. NWC's senior-level JPME curriculum focuses on national security strategy -- the art and science of developing, applying, and coordinating the instruments of national power (diplomatic, economic, military, and informational) to achieve objectives contributing to national security. (Appendix D to Enclosure E identifies joint learning areas and objectives for NWC.)

(d) ICAF. ICAF provides a separate, unitary JPME curricula reflecting the distinct educational focus and joint character of its mission, thus JPME Phases I and II do not apply to ICAF. ICAF's senior-level JPME curriculum focuses on the resource component of national power, national resources, and its integration into development and execution of national security strategy. (Appendix E to Enclosure E identifies joint learning areas and objectives for ICAF.)

(e) GO/FO Level. CAPSTONE is designed to make newly selected GO/FOs more effective at planning and executing joint and multinational operations, as well as more knowledgeable of when and how these operations support national strategic goals and objectives. (Appendix G to Enclosure E identifies joint learning areas and objectives for GO/FO-level JPME.)

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OFFICER MILITARY EDUCATION FRAMEWORK[1] (Figure 1)					
GRADE	CADET/MIDSHIPMAN	0-1/0-2/0-3	0-3/0-4	0-5/0-6	0-7/0-8
EDUCATION LEVEL	PRECOMMISSIONING	PRIMARY	INTERMEDIATE	SENIOR	GENERAL/FLAG
EDUCATIONAL INSTITUTIONS AND COURSES	SERVICE ACADEMIES ROTC OCS/OTS	- Branch, Warfare, or Staff Specialty Schools - Primary-Level PME Courses	- Air Command & Staff College - Army Command & General Staff College - College of Naval Command & Staff - Marine Corps Command & Staff College - Joint Forces Staff College[3] Joint & Combined Staff Officer School	- Air War College - Army War College - College of Naval Warfare - Marine Corps War College - Industrial College of the Armed Forces[2] - National War College[2] - Joint Forces Staff College[3] Joint & Combined Warfighting School	- CAPSTONE
LEVELS OF WAR EMPHASIZED	CONCEPTUAL AWARENESS OF ALL LEVELS	**TACTICAL** → **OPERATIONAL** → **STRATEGIC** →			
FOCUS OF MILITARY EDUCATION	Introduction To Services' Missions	- Assigned Branch, Warfare, or Staff Specialty	- Warfighting within the context of Operational Art	- Service Schools: National Military Strategy - NCW: National Security Strategy - ICAF: National Security Strategy with emphasis on the Resource Components	- Joint Matters and national Security - Interagency Process - Multinational Operations
JOINT EMPHASIS	*Joint Introduction* - National Military Capabilities and Organization - Foundation of Joint Warfare	*Joint Awareness* - Joint Warfare Fundamentals - Joint Campaigning	*JPME Phase I* - National Military Capabilities and Command Structure - Joint Doctrine - Joint and Multinational Forces at the Operational Level of War - Joint Planning and Execution Processes - Information Operations	*JPME Phase I* - National Security Strategy - National Planning systems and Processes - National Military Strategy and Organization - Theater Strategy and Campaigning - The Role of Technology in 21st Century Warfare	*Joint CAPSTONE* - National Security Strategy - Joint Operational Art
			JPME Phase II[3] - National Security and Military Strategy in development of theater strategies - Theater Engagement and Campaign Planning with joint, multinational and interagency organizations - JSPS, JOPES and operational-level battlespace systems integration through deliberate and crisis planning		

[1] Refer to Appendix B to Enclosure A for a comprehensive description of PME
[2] ICAF and NWC offer full JPME (Phase I & II not applicable)
[3] Only JFSC is authorized to offer JPME Phase II

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APPENDIX C TO ENCLOSURE A

JOINT OFFICER MANAGEMENT EDUCATIONAL REQUIREMENTS

1. General

a. This appendix provides guidance for the Military Services concerning statutory educational requirements based on title 10, US Code, Chapter 38. Additional guidance concerning joint officer management in general can be found in reference e.

b. Within the DOD Joint Officer Management Program, a selected officer with the educational and joint duty prerequisites may be designated as "joint specialty officer (JSO)" or "JSO nominee," an administrative classification that identifies an officer as having education and/or experience in joint matters.

2. Educational Requirements for Joint Officers. To satisfy the educational prerequisites for JSO/JSO nominee designation, officers must receive credit for completing a CJCS-certified or accredited program of JPME. This can be accomplished in several ways:

a. An officer completes JPME Phase I at a Service ILC or SLC. This is followed by completion of JPME Phase II at JCSOS or JCWS. The following additional conditions apply:

(1) Attendance at JPME Phase II prior to completion of JPME Phase I requires approval of a Direct Entry Waiver by the Chairman of the Joint Chiefs of Staff. Such waiver requests must be submitted in writing by the officer's Service to the J-1, Joint Staff, a minimum of 60 days prior to the start of the JCSOS or JCWS class to which the Service desires to send the officer.

(2) Waivers are to be held to a minimum, with approval granted on a case-by-case basis for compelling reasons. Waiver requests require justification and must demonstrate critical career timing precluding the officer from attending JPME Phase I prior to Phase II. Requests must address the officer's qualifications, JSO potential, and plans for subsequent assignment to a JDA. Waiver approval must be received prior to attendance at JCSOS or JCWS. Waiver approval is for the sequencing of JPME phases only and does not remove the JSO educational requirement to complete JPME Phase I.

(3) Officers granted Direct Entry Waivers will be scheduled to attend the 5-day Joint Transition Course conducted by the JFSC immediately prior to beginning their Phase II course at JFSC.

b. An officer completes an intermediate- or senior-level international military education program for which JPME Phase I equivalent credit has been approved by the Chairman of the Joint Chiefs of Staff. (This method for receiving JPME Phase I credit is subject to the provisions of paragraph 3 of this appendix.) This is followed by completion of JPME Phase II at JCSOS or JCWS.

c. An officer completes either NWC or ICAF.

3. Equivalent JPME Phase I Credit. The Chairman of the Joint Chiefs of Staff authorizes the Chiefs of the Services to award JPME Phase I credit to officers who successfully complete a resident international military college, subject to the provisions cited below.

a. The resident international military college is on the CJCS annually approved JPME Phase I Equivalency list.

b. Individuals selected for these programs meet the same rigorous selection criteria as other ILC and SLC PME attendees.

c. The Service grants PME credit for completion of the international military college program.

4. CJCS Accredited JPME Programs.   The Chairman of the Joint Chiefs of Staff accredits JPME programs at all ILCs and SLCs under the provisions of the PAJE (Enclosure F). The initial certification dates for all currently accredited JPME courses of instruction are provided at Appendix D to Enclosure A.

APPENDIX D TO ENCLOSURE A

CJCS ACCREDITED JOINT EDUCATION PROGRAMS

1. General. This appendix identifies the initial CJCS-certification dates for all intermediate and senior-level JPME programs that have been accredited.   All programs have retained their accreditation status unless otherwise indicated.

2. CJCS Initial JPME Certification Data

Program	Initial Certification Date	JPME Phase(s)
NWC	1 June 1989	Full
ICAF	1 June 1989	Full
SIWS	10 May 1995[1]	I and II
JFSC (ILC)	1 June 1989[2]	I and II
JCSOS (JFSC[3])	1 July 1990[4]	II
JCWS (JFSC[3])	25 October 1994	II
USAWC	1 June 1989[5]	I
USAWC (Nonresident)	16 February 1999	I
ACGSC (Resident)	1 June 1989[5] *(Phase I credit for AY1990)*	I
ACGSC (Nonresident)	3 July 1991 *(1st graduates produced in 1992)*	I
CNW	1 June 1989[5]	I
CNCS (Resident)	1 June 1989[5]	I
CCE (Navy ILC Nonresident)	29 March 1991	I
NPS	11 December 1995[6]	I
AWC	1 June 1989[5]	I
ACSC (Resident)	1 June 1989[5]	I
ACSC (Nonresident)	2 November 1990	I
MCWAR	18 December 1992	I
MCCSC (Resident)	1 June 1989[5]	I
MCCCE (Nonresident)	28 January 1994	I

Notes.

[1] School of Information Warfare and Strategy (SIWS) terminated as an SLC after Academic Year (AY) 95-96.

[2] Certified as JPME Phase I ILC, prior to transformation into current configuration as JPME Phase II program. Graduates of JFSC ILC program in January 1989, January 1990, and June 1990 received both JPME Phase I and II credit.

[3] The National Defense Authorization Act for FY 2001 changed the name of AFSC to JFSC.

4 First class to receive JPME Phase II credit was conducted July-September 1990.

5 Certain officers who completed the joint track program portion of Service ILCs and SLCs in AY 1989 received both JPME Phase I and II credit. Officers who completed Service ILCs and SLCs in AY 1985 through AY 1989 and completed JCSOS (JFSC) by 1 January 1994 received both JPME Phase I and II credit.

6 NPS terminated its JPME program after AY 2000. Phase I currently provided through Naval War College non-resident courses at NPS.

ENCLOSURE B

POLICIES FOR INTERMEDIATE AND SENIOR-LEVEL COLLEGES

1. <u>General</u>. This enclosure outlines policies applicable to intermediate and senior-level PME programs.

2. <u>International Officer Participation</u>. The Services and NDU may maintain international officer programs that best meet their respective colleges' missions. International officer participation will be consistent with relevant security considerations and appropriate directives.

3. <u>Civilian Participation</u>. The Services and NDU may include civilian students in their programs. Civilian participation will be consistent with relevant security considerations and appropriate directives.

4. <u>Curriculums</u>. PME colleges will base their curriculums on their parent Service's needs or, in the case of the NDU colleges, on their CJCS assigned missions. Each college will fulfill the appropriate joint learning objectives and generally have a curriculum that includes:

    a. Mission-specific courses appropriate to the college.

    b. JPME conducted within the context of the college mission. (Enclosure E identifies the joint learning areas and objectives for intermediate and senior-level PME colleges.)

    c. Elective courses that enhance each student's professional and educational opportunities.

5. <u>Resident Programs</u>

    a. Class and Seminar Mix

        (1) Seminar mix at ILCs and SLCs must include at least one officer from each of the two nonhost Military Departments. Service SLCs must have a minimum of 20-percent nonhost Military Department student representation across their US military student bodies. This percentage is computed using only US military students.

        (2) NWC and ICAF must have approximately equal representation from each of the three Military Departments in their military student bodies.

(3) JFSC military student quotas in JCWS and JCSOS will be allocated in accordance with the distribution of billets by Service on the Joint Duty Assignment List (JDAL).

(4) For all intermediate and senior-level schools, Navy, Marine Corps and Coast Guard officers will count toward Sea Service Student requirements.

b. Faculty. Faculty members will be of the highest caliber, combining the requisite functional or operational expertise with teaching ability and appropriate academic credentials.

(1) Military Faculty. Military faculty are those uniformed personnel who prepare, design, or teach PME curricula, or conduct research related to PME. Navy, Marine Corps and Coast Guard officers count toward Sea Service military faculty requirements. Personnel performing strictly administrative functions may not be counted in faculty ratios and mixes.

(a) Faculty Mix.

1. Service Colleges.

(a) SLCs. Total nonhost Military Department faculty should be no less than 25 percent of the total military faculty. The mix of military faculty members whose primary duty is student instruction of JPME should be a minimum of 10 percent from each nonhost Military Department.

(b) ILCs. There is no prescribed percentage of nonhost Military Department faculty as a percentage of total military faculty. The mix of military faculty members whose primary duty is student instruction of JPME should be a minimum of 5 percent from each nonhost Military Department.

(c) NDU. At NWC, ICAF, and JFSC, the mix of military faculty members will be approximately one-third from each Military Department.

(b) Qualifications

1. Service Colleges

(a) SLCs. Seventy-five percent of the military faculty should be graduates of a senior-level PME program or be JSOs.

(b) ILCs. Seventy-five percent of the military faculty should be graduates of an intermediate- or senior-level PME program or be JSOs.

(c) JFSC. All military faculty at JFSC should be graduates of an intermediate or senior-level PME program or have comparable joint experience.

(2) Civilian Faculty. The Services and NDU determine the appropriate number of civilians on their respective college faculties. Civilian faculty members should have strong academic records.

(3) Faculty Chairs

(a) Each NDU JPME college will establish a CJCS Professor of Military Studies Chair. CJCS chairs will be military faculty of appropriate rank who have completed JPME (or are JSOs), have recent joint operational experience, and are capable of contributing insight into joint matters to the faculty and student body. The Chairman of the Joint Chiefs of Staff approves nominees for these chairs, which will be filled from authorized military faculty positions. CJCS chairs act as a direct liaison with the Office of the Chairman and the Joint Staff.

(b) Each NDU JPME college is encouraged to establish similar Service Chief's chairs for each of the four Services.

(c) Each Service college is encouraged, within its own resources, to establish CJCS chairs as described above, as well as similar Service Chiefs' chairs for each nonhost Service.

(4) Student-to-Faculty Ratios

(a) Reasonable student-to-faculty ratios are essential to quality instruction. The following ratios are standards for the PME level indicated:

1. ILC/JFSC -- 4:1.

2. SLC -- 3.5:1.

(b) These ratios are computed by dividing the total number of students by the total faculty using the following guidelines:

1. Faculty. Personnel (military and civilian) who teach, prepare, or design PME curriculum or conduct research related to PME count in computation of this ratio. Personnel performing strictly

administrative functions may not be counted as faculty for computing student-to-faculty ratios.

        <u>2.</u> Students. All (US and international) military officers and civilians assigned to the institution as students for the purpose of completing a prescribed course of instruction count as students in the computation of student-to-faculty ratios.

    c. Pedagogy. PME institutions will primarily use a mix of active learning methods such as research, writing, reading, oral presentations, seminar discussions, case studies, wargaming, simulations, and distributive learning. Passive learning methods (without student interaction) may also be used to enhance the overall educational experience. Small group learning should be the principal resident education methodology.

6. <u>Distance Education (DE) Programs</u>

    a. General. DE Programs offer the opportunity to provide PME to a larger population than can be supported in resident facilities. DE programs must be of sufficient substance and rigor -- measured against rigorous, realistic standards -- that they clearly achieve both the objectives of the instruction and of JPME. Standards must accommodate the differences in the DE environment, DE methodologies, and needs of DE students, but must achieve a level of learning comparable to resident programs.

    b. DE is the delivery of a structured curriculum to a student available at a different time or place than the teaching institution's resident program. It is a learning experience that is deliberate and planned and incorporates both teaching by the sponsoring institution as well as learning efforts by the student. DE provides instruction in places or times that are convenient and accessible for learners rather than teachers or teaching institutions. To accomplish this, the educational institution uses special course design, instructional techniques, methods of communication and contact with students, and organizational and administrative arrangements to create a quality learning experience. Any title or terminology for describing distance education programs is acceptable within the constraint that all programs have an appropriate, structured curriculum.

    c. JPME Learning Objectives. DE programs must meet the JPME learning objectives assigned to their respective resident institutions. DE curricula and related educational products and materials should derive from and closely parallel the Program of Instruction (POI)/curriculum of their respective resident institutions. The differences between the two

types of programs are primarily in the specific methodology and techniques employed to achieve the JPME learning objectives.

   d. Class and Seminar Mix. DE programs need not maintain the mix of students by Service in their overall student bodies and seminars required of resident programs. ILC and SLC DE programs should, however, seek diversity in student populations by providing enrollment opportunities to nonhost Services, Reserve Components, DOD civilians, and interagency, as appropriate.

   e. Faculty

      (1) Qualifications. DE program faculty will meet the same qualification criteria as faculty in their respective resident institutions.

      (2) Faculty Mix. DE, which is generally based on greater individual learning rather than seminar interaction, does not require the same faculty mix as resident programs, and specific percentages do not apply. ILCs and SLCs must show that nonhost service faculty members are an integral part of the development and implementation of their DE curriculum.

   f. Student-Faculty Ratios

      (1) In DE, the number of faculty members is determined by the course design and the demands of students -- what the methodology requires and how much access students need to faculty to successfully master the subject matter. ILCs and SLCs must show proper faculty staffing for the methodology being used and that all students have reasonable access to faculty subject matter expertise and counseling.

      (2) In determining appropriate DE faculty staffing levels, institutions should consider all faculty actively participating in the development and implementation of the program.

   g. Pedagogy

      (1) Current DE methodology can deliver content by text, sound, video, live streaming, slides, pictures, and on-site and video conferencing seminars. ILCs and SLCs may choose methodologies and techniques appropriate to their Service, subject content, and student populations.

      (2) DE programs must demonstrate they provide their students with an understanding of other Services' perspectives in building a joint perspective. ILCs and SLCs must show they have a valid distance education methodology for developing joint perspective, and they must

demonstrate through evaluation of student performance and outcomes assessment that students are acquiring the desired joint perspective.

ENCLOSURE C

PME REVIEW PROCESS

1. Overview. An ongoing review process ensures PME satisfies CJCS statutory requirements and guarantees the effectiveness of professional military education. The process places particular emphasis on joint officer management education and is made up of four components: (1) feedback mechanisms, (2) update mechanisms, (3) execution evaluations, and (4) JPME assessments

2. Feedback Mechanisms. Feedback on PME curricula currency, quality, and validity is available from a variety of sources. These sources include the combined actions of the individual colleges, joint education conferences, Military Education Coordination Council (MECC) meetings, and formal feedback systems used by the various PME institutions.

    a. Individual Schools. Each PME institution should have a well-defined, vigorous curriculum review program that accommodates near and long-term changes in the PME environment.

    b. Joint Education Conferences. The Joint Staff or an educational institution periodically hosts joint educational conferences on topics of interest to the joint warfighting community and supporting educational institutions.

    c. MECC. The MECC serves as an advisory body to the Director, Joint Staff (DJS), on joint education issues, and consists of the MECC Principals and a supporting MECC Working Group. The purpose of the MECC is to address key educational issues of interest to the joint education community, promote cooperation and collaboration among the MECC member institutions, and coordinate joint education initiatives.

        (1) MECC Principals. The MECC Principals are the DJS (Chairman); DDJS-ME (Secretary); the presidents, commandants and directors of the joint and Service universities and colleges; and the heads of any other JPME-certified or accredited institutions. The MECC Chairman may invite representatives from the CINCs and other organizations, as appropriate.

        (2) MECC Working Group. A working group comprised of dean's-level representatives of the MECC Principals. The working group is chaired by the Chief, Joint Education Branch, J-7. Service Chiefs and CINCs are invited to send non-voting participants to all MECC Working Group meetings to provide feedback to improve the educational process.

The MECC working Group Chair may invite other non-voting participants, as appropriate. The working group performs the following functions:

        (a) Support the MECC Principals' meetings, to include developing the agenda, preparing papers and briefings, and documenting and disseminating meeting results.

        (b) Support MECC-approved initiatives, to include the formulation of subgroups as may be required to implement approved initiatives.

        (c) Promote collaboration and cooperation among MECC institutions by serving as a forum to address items of mutual interest.

    (3) MECC Meetings. A meeting of the MECC Principals will be convened by the DJS at least once annually. The MECC Working Group will meet at least once prior to each MECC Principals meeting and on other occasions as may be deemed necessary by the Working Group. Minutes will be published for all MECC Principals and Working Group meetings and distributed to the MECC members and other concerned parties.

    (4) MECC Initiatives. The MECC Principals may approve and implement initiatives that are within the authority of its members. Actions requiring the concurrence of OSD, the combatant commands, Defense agencies, the Joint Staff, and/or the Services will be forwarded to the DJS for formal coordination. The lead Joint Staff element for coordinating such actions is J-7, Joint Education Branch.

3. Update Mechanisms. The PME update process involves all elements of the PME system and the using communities (i.e., Services, CINCs, and DOD agencies).

    a. Policy Review. The DDJS-ME will initiate a thorough review of the Chairman's PME policies as reflected in this instruction at least triennially. That review will involve the schools, the Services, the commands, and other affected agencies.

    b. Curricula Reviews. Each Service and joint college will regularly review its curriculum and initiate revisions as needed to remain current, effective, and in compliance with policy guidance.

    c. Special Areas of Emphasis (SAEs). SAEs highlight the concerns of OSD, the Services, combatant commands, Defense agencies, and Joint Staff regarding coverage of specific joint subject matters in the PME

colleges. Colleges will evaluate each SAE for inclusion in their curricula; however, inclusion is not required. A list of SAEs is formulated annually by the Joint Education Branch, J-7, and approved by the DJS as follows: J-7/JEB invites OSD, the Services, combatant commands, Defense agencies, and Joint Staff to submit proposed additions and deletions to the current SAE list with justification. J-7/JEB submits a new draft SAE List to the Fall MECC Working Group for review. Subject matter that is adequately covered in existing curricula will not be included on the SAE List. Based on the MECC Working Group review, J-7/JEB forwards the new SAE List for DJS approval. The approved SAE list is distributed to the joint and Service colleges annually in January.

4. <u>JPME Assessments</u>. Periodic assessments of JPME are conducted for all levels of military education. JPME at the precommissioning and primary levels is assessed through the triennial reporting requirement (paragraph 3, Appendix A to Enclosure E). Assessments of JPME at all Service and joint ILCs and SLCs are conducted utilizing the Process for Accreditation of Joint Education (PAJE). The PAJE prescribes procedural guidelines for program assessment of institutions seeking JPME accreditation. At the GO/FO level, assessment consists of an annual review of curricula of the CAPSTONE course. Each of these assessment measures is a tool for ensuring that the prescribed joint educational requirements at each level are met. The results of these assessments are also used to update educational policy as appropriate.

5. <u>Conclusion</u>. As prescribed in reference a, the Secretary of Defense, with the advice and assistance of the Chairman of the Joint Chiefs of Staff, periodically reviews and revises the curricula of joint educational programs to enhance the education and training of officers in joint matters. Capitalizing on existing activities, the aforementioned review process broadly identifies the components necessary to ensure that PME in general, and JPME in particular, are current and properly executed.

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ENCLOSURE D

RESPONSIBILITIES

1. Overview. This enclosure outlines responsibilities within the Armed Forces for compliance with prescribed military educational policies. The GNA, as amended, prescribes the authority and responsibilities of the Chairman of the Joint Chiefs of Staff. Specific duties and responsibilities within the PME system are pursuant to GNA, DOD and Military Department regulations.

2. General. The success of the PME system is a shared responsibility. The Joint Chiefs of Staff, CINCs, directors of Defense agencies, commanders, administrators, and educators must impress upon their officers the importance of PME objectives. Officers must be concerned with both individual professional development and improved national security posture. The success of professional military education relies on this group to:

    a. Manage unique PME requirements.

    b. Recognize the importance of a framework to integrate military education.

    c. Establish procedures ensuring officers with potential for increased responsibility attend PME schools in residence.

    d. Assign officers who are expert in Service matters and educated or experienced in joint matters to JDAs.

    e. Identify officers with the capacity for strategic thought and then develop this ability.

    f. Ensure appropriate joint emphasis in the education of all officers, regardless of billet.

    g. Provide the resources and learning environment conducive to the study of the use of military power.

    h. Ensure that proper attention is given to total force requirements relative to PME.

3. Chairman of the Joint Chiefs of Staff. The Chairman of the Joint Chiefs of Staff is responsible for the following:

a. Formulating policies for coordinating the military education of members of the Armed Forces.

b. Advising and assisting the Secretary of Defense by periodically reviewing and revising the curriculum of each school of the National Defense University to enhance the education and training of officers in joint matters.

c. Providing primary oversight of the joint educational process.

d. Serving as the principal military adviser to the Secretary of Defense on PME matters.

e. Approving the charter and mission of NDU and its component institutions.

f. Recommending to the Secretary of Defense a nominee for President, NDU.

g. Approving the President, NDU's nomination for the NWC, ICAF, and JFSC commandants.

h. Approving the CJCS Chairs for NWC, ICAF, JFSC, and the Service colleges.

i. Advising the Military Departments on NDU's budget needs.

j. Advising and assisting the Secretary of Defense in promulgating a uniform cost accounting system for use by the Secretaries of the Military Departments in preparing budget requests for the operation of PME schools.

k. Authorized (as delegated by the Secretary of Defense) Title 10 civilian faculty hiring authority for NDU.

l. Periodically reporting trends from PAJE ILC and SLC curriculum reviews and other matters relating to PME to the Secretary of Defense.

m. Periodically providing Joint Staff action officers from the various directorates, as available and on request from a school, as subject matter experts, to provide briefings, lectures, and papers to enhance and extend the PME process.

4. <u>Service Chiefs</u>.   Each Service Chief is responsible for:

a. Managing the content, quality, and conduct of the Service's PME programs at all levels within the guidelines of the military educational framework and associated implementing policies contained in this document.

b. Providing military faculty and students within the guidelines of this document.

c. Providing direct budgetary and facility support for its own educational programs and for NDU programs as follows:

   (1) The Army -- NDU main campus, Fort Lesley J. McNair, Washington, D.C.

   (2) The Navy -- JFSC, Norfolk, Virginia.

d. Ensuring that Service JPME programs meet Phase I criteria and objectives.

e. Determining appropriate active duty, international officer, Reserve Component, and civilian participation in their respective Service colleges.

f. Approving Service Chief chairs for NWC, ICAF, and JFSC.

5. Providing reports to the Chairman of the Joint Chiefs of Staff on the joint educational programs at the precommissioning and primary-levels of JPME. Reports using the format in Annex A to Appendix A to Enclosure E are due 1 October 2003 and triennially thereafter.

6. Director, Joint Staff (DJS). The DJS will:

a. Supervise the Deputy Director, Joint Staff, for Military Education (DDJS-ME).

b. Serve as Chairman, MECC.

c. Serve as Chairman, PAJE team.

d. Supervise the budgeting and execution of an assistance effort to make Joint Staff subject matter experts available to the schools to enhance and extend PME in areas of policy and practice too new to be covered in current curriculum.

7. Office of the Director, Joint Staff. The Special Assistant for GO/FO Matters will monitor the attendance of newly promoted GO/FOs at the CAPSTONE course.

8. <u>Director for Manpower and Personnel, Joint Staff (DJ-1)</u>. The DJ-1 will:

a. Collect data on joint school attendees and graduates and reports on graduate utilization.

b. Coordinate US officer attendance at senior-level international military colleges.

c. Monitor compliance with 10 USC 663 (d), Post-Education Joint Duty Assignments.

d. Coordinate requests for JPME Phase II Direct Entry Waivers.

9. <u>Director for Operational Plans and Joint Force Development, Joint Staff (DJ-7)</u>. In conjunction with the DJS, the DJ-7 supervises the DDJS-ME, and ensures integration of PME with joint training, exercises, and doctrine.

10. <u>Deputy Director, Joint Staff, for Military Education (DDJS-ME)</u>. The DDJS-ME is also designated the VDJ-7. The DDJS-ME works directly for the DJS and is responsible for the following:

a. Assisting with policy formulation for coordinating the military education of the Armed Forces.

b. Acting as the office of primary responsibility for the resolution of issues relating to the educational prerequisites for joint officer management.

c. Periodically reviewing and recommending JPME revisions.

d. Administering the PAJE.

e. Serving as Secretary of the MECC.

f. Coordinating, approving, and reallocating NDU PME student body size and composition with NDU and the Services.

g. Coordinating the Joint Staff review of NDU Program Objective Memorandum (POM) input before submission to the supporting Military Departments.

h. Coordinating the periodic review of all JPME curriculums for the Chairman of the Joint Chiefs of Staff.

i. Coordinating for the Joint Staff on reports dealing with military education.

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ENCLOSURE E

JOINT PROFESSIONAL MILITARY EDUCATION

1. <u>General</u>. This enclosure provides common educational standards, a taxonomy of desired levels of learning achievement, and joint learning objectives for the five levels of PME.

2. <u>Common Educational Standards</u>. The following describes educational standards common to all PME institutions that the Chairman of the Joint Chiefs of Staff considers essential for satisfactory resident and nonresident programs. Each standard is described primarily in qualitative terms, since no particular organizational pattern or application strategy applies in all settings.

    a. <u>Standard 1 -- *Develop Joint Awareness, Perspective, and Attitudes*</u>. JPME curricula should prepare graduates to operate in a joint environment and to bring a joint perspective to bear in their tactical, operational, and strategic thinking.   Institutions' missions, goals, and objectives should reflect joint educational requirements, and applicable educational activities (seminars, case studies, exercises, etc.), and individual students and faculty should manifest an appropriate commitment to jointness.

    b. <u>Standard 2 -- *Employ Predominately Active and Highly Effective Instructional Methods*</u>. Instructional methods should be appropriate to the subject matter and desired level of learning and should promote active student participation in the learning process whenever feasible.

    c. <u>Standard 3 -- *Assess Student Achievement*</u>. Each institution should aggressively assess its students' performance. Educational goals and objectives should be clearly stated, and student performance should be measured against defined institutional standards by appropriate assessment tools.

    d. <u>Standard 4 -- *Assess Program Effectiveness*</u>.   Institutions should conduct surveys of graduates and their supervisors to determine curriculum and instructional effectiveness. Additionally, institutions should analyze student performance for indicators of program effectiveness. Results of these analyses should be used to refine or develop curriculums that continue to meet mission requirements in the context of a changing world. Curriculums should be the product of a regular, documented process.

e. Standard 5 -- *Conduct A Quality Faculty Recruitment, Selection, Assignment, and Performance Assessment Program*. Faculty should have the academic credentials, teaching skills, and experience in joint matters needed to teach the applicable JPME curriculum. Faculty roles and responsibilities should be clearly documented. Institutions should hold faculty accountable to clearly defined and measurable performance criteria and standards.

f. Standard 6 -- *Conduct Faculty Development Programs For Improving Instructional Skills and Increasing Subject Matter Mastery*. Each institution should have a faculty development program to refine teaching skills, encourage thinking, maintain currency in subject areas, and improve instructional methods. Policy and manning should provide for research and publication by faculty members. Membership in professional, educational, or functional associations should be encouraged. Time and funds to attend conferences should be provided to promote academic rigor and allow faculty to acquire state-of-the-art currency in areas of expertise.

3. Levels of Learning Achievement.   Below is a list of descriptive verbs that constitute a useful hierarchy of possible levels of learning. The verbs, listed in increasing levels of achievement, are used to define the JPME objectives in the following appendixes.

a. Know. The ability to remember previously learned material. This level involves recall of a wide range of material, from specific facts to complete theories, but all that is required is bringing to mind appropriate information. Related terms include defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, and states.

b. Comprehend. The ability to grasp the meaning of material. Translating material from one form to another, interpreting material, or estimating future trends may show this level. Related terms include converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes, translates, and understands.

c. Value. The internalization and the consistent display of a behavior. The levels of valuing consist of acceptance of a value, preference for a value, and commitment (conviction).

d. Apply. The ability to use learned material in new and concrete situations. This level includes application of rules, methods, concepts, principles, laws, and theories. Related terms include changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, and uses.

e. <u>Analyze</u>. The ability to break down material into its component parts so that its organizational structure may be understood. This level includes identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Related terms include breaks down, diagrams, differentiates, discriminates, distinguishes, illustrates, infers, outlines, points out, selects, separates, and subdivides.

f. <u>Synthesize</u>. The ability to put parts together to form a new whole. This level involves production of unique communications, a plan of operations, or a set of abstract relations. Related terms include categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, and writes.

g. <u>Evaluate</u>. The ability to judge the value of material for a given purpose. Judgments are to be based on defined internal (organizational) or external (relevance to the purpose) criteria. Criteria are subject to value judgments. Related terms include appraises, criticizes, discriminates, explains, justifies, interprets, and supports.

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APPENDIX A TO ENCLOSURE E

PRECOMMISSIONING- AND PRIMARY-LEVEL
JOINT PROFESSIONAL MILITARY EDUCATION

1. Joint Education at the Precommissioning Level

   a. Institutions and Programs

      (1) Military Service Academies.

      (2) ROTC units.

      (3) OCS and OTS.

   b. Joint Emphasis. In addition to an introduction to their respective Service, students should have knowledge of the basic US defense structure, roles and missions of other Military Services, the combatant command structure, and the nature of American military power and joint warfare.

   c. Learning Area 1 -- *National Military Capabilities and Organization*

      (1) Know the organization for national security and how defense organizations fit into the overall structure.

      (2) Know the organization, role, and functions of the Joint Chiefs of Staff.

      (3) Know the chain of command from the National Command Authorities (NCA) to the individual Service headquarters and to the unified commands.

      (4) Know the primary missions and responsibilities of the combatant commands.

      (5) Know the Military Services' primary roles, missions, and organizations.

   d. Learning Area 2 -- *Foundation of Joint Warfare*

      (1) Describe the nature of American Military Power (Chapter 1, Joint Pub 1 -- reference f).

      (2) Identify the values in Joint Warfare (Chapter 2, Joint Pub 1).

(3) Know how to access joint learning resources.

2. Joint Education at the Primary Level

    a. Institutions and Courses

        (1) Branch, warfare, and staff specialty schools.

        (2) Primary-level PME courses.

    b. Joint Emphasis. In conjunction with the initial Service warfare or skill-related education, students will have knowledge of how warfare at the Service tactical level is linked to the joint operational level.

    c. Learning Area 1 -- *Joint Warfare Fundamentals*

        (1) Describe fundamentals of joint warfare (Chapter 3, Joint Pub 1).

        (2) Define each combatant command's mission, organization, and responsibilities.

        (3) Discuss joint aspects of military operations other than war (MOOTW).

        (4) Within the context of JV 2020, understand how national and joint systems are integrated to support Service tactical planning and operations (for tactical battlespace being taught at school).

        (5) Describe the capabilities of other Services' weapon systems pertinent to the Service host-school systems and the synergistic effect gained from effective use of their joint capabilities.

        (6) Know how to access joint learning resources.

    d. Learning Area 2 -- *Joint Campaigning*

        (1) Know who can form a JTF and how and when a JTF is formed.

        (2) Describe the fundamentals of JTF organization.

        (3) Describe the characteristics of a joint campaign and the relationships of supporting capabilities (Chapter 4, Joint Pub 1).

3. <u>Reporting</u>. Service Chiefs will provide the Chairman of the Joint
Chiefs of Staff with reports on the joint educational programs at the
precommissioning and primary-levels of JPME. Reports using the format
in Annex A to Appendix A to Enclosure E are due 1 October 2003 and
triennially thereafter.

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ANNEX A TO APPENDIX A TO ENCLOSURE E

TRIENNIAL REPORT
ON PRECOMMISSIONING AND PRIMARY JPME

1. <u>PME Level</u>. (Precommissioning or Primary).

2. <u>Program</u>. (Academy, ROTC, OCS/OTS, All Primary PME Institutions).

3. <u>Narrative Assessment</u>. Provide an overall assessment of how well the joint learning objectives (LO) in Appendix A to Enclosure E, OPMEP, are being addressed at the PME level identified in paragraph 1 above.

4. <u>Education Methodology</u>. Provide a brief explanation of the education methodology used in teaching this LO (e.g., platform instruction, interactive educational technology, research, writing, oral presentations, case studies, seminar discussions, distributive learning, small-group instruction, etc.).

5. <u>Validation/Feedback Mechanisms</u>. Describe internal and external validation/feedback efforts. Provide an overview of the feedback findings to date, if any. Is feedback sought from graduates/supervisors on joint knowledge after graduation? How often is this validation conducted, and how is it evaluated and incorporated into subsequent courses?

6. <u>Areas for Improvement</u>. In the normal course of joint curriculum review and the assessment of student performance, the institution may identify areas for improvement in the joint curriculum. Please identify those findings as well as the proposed corrective action(s) using the format below. If no areas for improvement have been identified, so indicate.

    a. LO. (Per Appendix A to Enclosure E, OPMEP.)

    b. Finding. (Briefly state the noted shortcoming or area for improvement.)

    c. Suggestion. (Describe the proposed action to address the finding.)

7. <u>Recommendations</u>. Identify any recommended changes in JPME policy or procedures, with supporting rationale. If there are no recommendations, so indicate.

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APPENDIX B TO ENCLOSURE E

SERVICE ILC
JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. The Service ILCs' curriculum focus is warfighting within the context of operational art.

2. Mission. The Service ILCs' joint mission is to expand student understanding, from a Service component perspective, of joint force employment at the operational and tactical levels of war.

3. Learning Area 1 -- *National Military Capabilities and Command Structure*

    a. Comprehend the capabilities and limitations of US military forces.

    b. Explain the organizational framework within which joint forces are employed.

    c. Explain the purpose, roles, functions, and relationships of the NCA, National Security Council (NSC), Chairman of the Joint Chiefs of Staff, Joint Chiefs of Staff, combatant commanders, joint force commanders (JFCs), and combat support organizations.

    d. Summarize how joint force command relationships and directive authority for logistics support joint warfighting capabilities.

    e. Comprehend how the US military is organized to plan, execute, sustain, and train for joint, interagency, and multinational operations.

4. Learning Area 2 -- *Joint Doctrine*

    a. Comprehend current joint doctrine.

    b. Understand the factors influencing joint doctrine.

    c. Formulate and defend solutions to operational problems using current joint doctrine.

    d. Comprehend the relationship between Service doctrine and joint doctrine.

5. Learning Area 3 -- *Joint and Multinational Forces at the Operational Level of War*

a. Comprehend the considerations for employing joint and multinational forces at the operational level of war.

b. Explain how theory and principles of war apply at the operational level of war.

c. Develop an ability to plan for employment of joint forces at the operational level of war.

d. Comprehend the relationships among national objectives, military objectives, and conflict termination, as illustrated by previous wars, campaigns, and operations.

e. Comprehend the relationships among the strategic, operational, and tactical levels of war.

6. Learning Area 4 -- *Joint Planning and Execution Processes*

a. Through the framework provided by joint planning processes, explain the relationship between national objectives and means availability.

b. Comprehend the effect of time, coordination, policy changes, and political developments on the planning process.

c. Explain how defense planning systems affect joint operational planning.

d. Comprehend how national, joint, and Service intelligence organizations support JFCs.

e. Comprehend the fundamentals of campaign planning.

7. Learning Area 5 -- *Information Operations (IO) and Command, Control, Communications, and Computers (C4)*

a. Understand how command, control, communications, computers, intelligence, surveillance, and reconnaissance (C4ISR) systems apply at the tactical and operational levels of war and how they support a joint information operations (IO) strategy.

b. Comprehend how IO must be integrated to support national and military strategies.

c. Comprehend how IO is incorporated into both the deliberate and crisis action planning processes at the operational and JTF levels.

    d. Comprehend how opportunities and vulnerabilities are created by increased reliance on information technology throughout the range of military operations.

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APPENDIX C TO ENCLOSURE E

SERVICE SLC
JOINT LEARNING AREAS AND OBJECTIVES

1. <u>Overview</u>. Service SLCs focus on national military strategy as derived from national security strategy and policy, and its impact on force readiness, theater strategy, and campaigning.

2. <u>Mission</u>. Although each Service SLC mission is unique, a fundamental objective of each is to prepare future military and civilian leaders for high-level policy, command, and staff responsibilities by educating them in the diplomatic, economic, military, and informational dimensions of the strategic security environment and the effect of those dimensions on strategy formulation, implementation, and campaigning. SLC subject matter is inherently joint; JPME at this level focuses on the development of joint attitudes and perspectives.

3. <u>Learning Area 1 -- *National Security Strategy*</u>

   a. Analyze the strategic art; i.e., developing, applying, and coordinating the instruments of national power to secure national security objectives.

   b. Comprehend how national policy is turned into executable military strategies.

   c. Analyze how the constituent elements of government and American society exert influence on the national strategy process.

4. <u>Learning Area 2 -- *National Planning Systems and Processes*</u>

   a. Comprehend the Department of Defense systems and processes by which national ends, ways, and means are reconciled, integrated, and applied.

   b. Analyze how time, coordination, policy, politics, doctrine, and national power affect the planning process.

   c. Analyze and apply the principal joint strategy development and operational planning processes.

   d. Comprehend the role of joint doctrine with respect to unified command.

5. Learning Area 3 -- *National Military Strategy and Organization*

    a. Comprehend the art and science of developing, deploying, employing, and sustaining the military resources of the nation, in concert with other instruments of national power, to attain national security objectives.

    b. Analyze the roles, relationships, and functions of the NCA, CJCS, JCS, CINCs, Secretaries of the Military Departments, and the Service Chiefs.

    c. Comprehend how the capabilities and limitations of the US force structure affect the development of joint military strategy.

6. Learning Area 4 -- *Theater Strategy and Campaigning*

    a. Comprehend how joint, unified, and multinational campaigns and operations support national objectives.

    b. Comprehend the role and perspective of the unified commander and staff in developing various theater plans, policies, and strategies, including current issues of interest to the CINCs.

    c. Analyze joint operational art and, especially, its application via the joint task force.

    d. Comprehend how to coordinate US military plans and actions effectively with forces from other countries and with interagency and non-governmental organizations.

    e. Comprehend the value of integrating IO into theater strategies and campaigning.

7. Learning Area 5 -- *IO and Command, Control, Communications, and Computers (C4)*

    a. Understand IO and C4 concepts and how they relate.

    b. Demonstrate a thorough understanding of how IO and C4 are integrated to support the National Military and National Security Strategies and interagency process.

    c. Demonstrate how IO and C4 are integrated into the theater and strategic campaign development process.

d. Understand how the joint operational planning and execution system is integrated in theater and operational IO campaign planning and execution to support theater and national strategic sustainment and warfighting efforts.

8. <u>Learning Area 6</u> -- *The Role of Technology in 21st Century Warfare*

a. Comprehend how technological change affects the art and science of war and evaluate key ongoing and anticipated technological developments pertinent to the military instrument.

b. Analyze JV 2020 and the nature of warfare in the information age, to include examining key current developments.

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APPENDIX D TO ENCLOSURE E

NWC
JOINT LEARNING AREAS AND OBJECTIVES

1. Mission. The NWC mission is to prepare future leaders of the Armed Forces, Department of State, and other civilian agencies for high-level policy, command, and staff responsibilities by conducting a senior-level course of study in national security strategy.

2. Focus. NWC's curriculum focuses on national security strategy. It provides graduate education in that subject to senior military and civilian leaders with an emphasis on both the joint military and interagency dimensions of national security strategy.   NWC's program concentrates on developing the habits of mind, conceptual foundations, and critical faculties graduates will need at their highest level of strategic responsibility. Its goal is to produce national security practitioners who can develop and implement national security strategy holistically by orchestrating all the instruments of national power in a coherent plan to achieve national objectives in peace, crisis, and war. NWC's focus is clearly distinct from that of the Service war colleges and, as such, necessitates a separate program of Joint Professional Military Education, detailed below, tailored to that distinct focus.

3. Learning Area 1 -- *National Security Strategy*

    a. Analyze the interrelationships among ends and means and the ways in which available means can be applied to achieve desired objectives.

    b. Apply analytical frameworks to the formulation and evaluation of strategy.

    c. Evaluate the current US National Security Strategy, as well as other examples of national security strategies.

    d. Develop effective national security strategies for specific security challenges and prepare national-level implementing guidance.

4. Learning Area 2 -- *Geo-Strategic Context*

    a. Comprehend the major social, cultural, political, economic, military, technological, and historical issues in selected states and regions.

b. Comprehend the roles and influence of international organizations and other non-state actors.

c. Evaluate key military, non-military, and transnational challenges to US national security.

d. Conduct strategic assessments of selected international regions, states, or issues from both US and selected "other actor" perspectives.

5. Learning Area 3 -- *Instruments of National Power*

a. Comprehend the fundamental characteristics, capabilities, and limitations of diplomatic, economic, military, and informational instruments of national power.

b. Investigate concepts and approaches for the employment of diplomatic, economic, military, and informational instruments in support of national security strategy.

c. Evaluate selected examples of strategies employing each of the instruments.

d. Evaluate examples of the orchestration of instruments of power in pursuit of national security objectives.

6. Learning Area 4 -- *National Security Policy Process*

a. Comprehend the philosophical, historical, and constitutional foundations of the national security establishment and process.

b. Comprehend the origins and evolving role, responsibilities, organization, and *modus operandi* of the National Security Council system.

c. Analyze how the major governmental and nongovernmental institutions influence, formulate, and implement national security strategies and policies.

d. Examine how the US government prioritizes among issues, accommodates competing demands, and allocates responsibilities for developing appropriate national-level strategies.

7. Learning Area 5 -- *National Military Strategy*

a. Analyze the nature of war and its evolving character and conduct -- past, present, and future.

   b. Apply classical and contemporary theories of war to current and future strategic challenges.

   c. Comprehend the key considerations that shape the development of national military strategy.

   d. Evaluate the current National Military Strategy, as well as other examples of US and foreign military strategies.

   e. Comprehend the organization, responsibilities, and capabilities of the military Services and the process by which operational forces are employed by combatant commanders.

   f. Comprehend the DOD process for strategic planning and assessment for both long-term and immediate security challenges.

   g. Develop an effective national military strategy for a specific security challenge, and conduct strategic implementation planning.

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APPENDIX E TO ENCLOSURE E

ICAF
JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. ICAF studies national security strategy, with emphasis on the resource components.

2. Mission

    a. The ICAF mission is to prepare selected military officers and civilians for senior leadership and staff positions by conducting a postgraduate, executive-level course of study and associated research dealing with national security strategy and the resource component of national power, with special emphasis on acquisition and joint and strategic logistics and their integration into unified strategy and action for peace and war.

    b. ICAF seeks to contribute to the nation's security and well being by elevating its students' strategic thinking skills of how on think and what to think about, thus preparing them to be more effective and efficient participants in national security decision making and implementation. The core program aims to develop the habit of critical analysis regarding national security issues and their resource component -- an enhanced ability to assess a situation; ask the right questions; identify requisite factors; conceptualize strategic implications; fully consider actions; reactions, and consequences (intended and otherwise); and develop effective strategic solutions while building consensus.   The program immerses ICAF students in a joint, interagency, and international environment for 10 months and qualifies its graduates for JSO nomination.

3. Learning Area 1-- *National Security Strategy*

    a. Evaluate how enduring philosophical and historical American principles contribute to US strategic thinking. Analyze the foundations and operation of democratic government, the US Constitution, and the design of the national security establishment.

    b. Analyze the nature of the ever-changing domestic and international security environments, and their implications for the formulation and implementation of future national security strategy.

c. Applying historical lessons learned, analyze, and evaluate national security organization and strategy and the instruments of national policy to achieve US objectives in peace and war.

d. Analyze ends-ways-means interrelationships for achieving national security objectives. Formulate national security strategies, with emphasis on the mobilization of national will and resources to protect and promote national interests in peace and war.

e. Conduct strategic assessments of selected international regions, states, or issues and develop security policy options that integrate the elements of national power and the instruments of national policy in support of the national security strategy.

f. Evaluate the capabilities and vulnerabilities of US industry and infrastructure in a global market to support national security strategy.

g. Evaluate the impact of defense materiel acquisition policies on the US economy and the industrial base.

h. Evaluate the national security technological environment as an enabler for current and future competitive advantage.

4. Learning Area 2 -- *National Planning Systems and Processes*

a. Analyze the national security decision-making system and the policy formulation process and evaluate how effective they are in establishing and supporting US national security objectives.

b. Analyze the responsibilities and relationships of the interagency and the joint community and evaluate their implementing policies and processes for planning, organizing, coordinating, and executing national security strategies.

c. Analyze the national economy and the national budget process. Understand how resource limitations and prioritization shape national security strategies and policies.

d. Evaluate technological means, methods, and processes that can lead to rapid adaptation, change, and innovation in organizations to achieve competitive advantage.

5. Learning Area 3 -- *National Military Strategy and Organization*

a. Formulate national military strategies, with emphasis on mobilization and logistic requirements, across the range of military operations.

b. Analyze the force structure requirements and resultant capabilities and limitations of US military forces and the associated risks that affect the development of national military strategy.

c. Apply the concepts of the strategic decision making and defense planning processes, with emphasis on military resource requirements, in support of US national military strategy in peace and war.

d. Analyze and evaluate the advantages derived from joint action to planning, budgeting, organizing, and executing national military strategies.

e. Apply the principles of joint military doctrine to joint, multinational and interagency operations, with emphasis on the resource component in peace and war.

f. Analyze the resource needs, both national and international, for national defense and the processes, including mobilization and materiel acquisition, for converting resources into US military capabilities.

6. Learning Area 4 -- *Theater Strategy and Campaigning*

a. Assess how joint and multinational campaigns and operations support national objectives and relate to the national strategic, theater strategic, and operational levels in war.

b. Formulate joint theater strategies to meet national strategic goals, with emphasis on logistic requirements across the range of military operations.

c. Apply an understanding of the CINC's perspective of the resources required to support campaign plans, to include mobilization, deployment, and sustainment.

d. Evaluate the organization, responsibilities, and capabilities of military forces available to the JFCs.

7. Learning Area 5 -- *Strategic Leader Development*

a. Analyze and evaluate strategic leadership competencies.

b. Analyze and evaluate techniques for leading strategic change and building consensus among key constituencies, including service, coalition and interagency partners, given the changing nature of conflict and national security.

c. Develop and evaluate leadership and organizational skills to create innovative, agile, robust organizations capable operating of ethically and effectively.

APPENDIX F TO ENCLOSURE E

JFSC
JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. JFSC is a JPME institution composed of three unique schools and an overview course: the JCSOS; the JCWS; the Joint Command, Control, and Information Warfighting School (JCIWS); and the Joint Transition Course.

   a. JCSOS and JCWS offer JPME Phase II at the intermediate and senior levels, respectively, for officers who are expected to be selected for the joint specialty. JCIWS prepares officers and civilians in the specialized fields of command, control, communications, computers and intelligence (C4I) and information warfare (IW) for joint operations. The Joint Transition Course offers a brief overview for officers entering JPME Phase II on direct entry waivers or having earned JPME Phase I equivalent credit upon graduation from an international military college. JCIWS and the Joint Transition Course are not addressed further in this instruction.

   b. Upon arrival, JPME Phase II students should be knowledgeable of the roles and functions of their respective Service. They should have a working knowledge of employment and sustainment requirements, including capabilities and limitations, for warfighting within their own Service. The students should also have completed a knowledge level of education in joint organizations, the Joint Strategic Planning System, and the Joint Operation Planning and Execution System.

2. Mission

   a. The mission of JFSC is to educate staff officers and other leaders in joint operational-level planning and warfighting in order to instill a primary commitment to joint, multinational, and interagency teamwork, attitudes, and perspectives.

   b. JFSC instructs students on the integrated strategic deployment, employment, sustainment, conflict termination, and redeployment of joint forces. The college accomplishes this through exercises and case studies in a joint seminar environment. JFSC fosters a mutual understanding and rapport that develops when students from all Services share and challenge the ideas, values, and traditions of their Services and solve joint military problems together.

c. The goal of the Phase II program at JFSC is to build on the foundation established by the institutions teaching JPME Phase I. In addition, the intense faculty and student interaction in the fully joint environment of the JFSC campus cements professional joint attitudes and perspectives essential to future successful military operations.

d. JCSOS conducts JPME Phase II education to complete the process of joint education for intermediate-level officers who are expected to be selected for the joint specialty.

e. JCWS conducts JPME Phase II education to complete the process of joint education for senior-level officers who are expected to be selected for the joint specialty.

3. Learning Area 1 -- *National Security Systems, Command Structure, and Military Capabilities*

a. Apply the National Security Strategy and National Military Strategy to the conduct of campaign/theater planning, joint force development, and the integration of joint, multinational, and interagency resources during strategy execution.

b. Apply a thorough understanding of how Service-unique capabilities and limitations, employment doctrines, and command structures are integrated to conduct effective joint operations.

4. Learning Area 2 -- *Theater (Combatant Command) Campaign Planning with Joint, Multinational, and Interagency Assets*

a. Apply joint and multinational principles and lessons learned from past operations and campaigns in employing joint and multinational forces throughout the range of military operations.

b. Apply appropriate problem-solving techniques using current technology, modeling, simulation, and wargaming to accomplish the synchronization, concept, force, support, and transportation planning of joint forces in both deliberate and time-sensitive scenarios, and to assess the effective application of that force.

c. Value a thoroughly joint perspective and appreciate the increased power available to commanders through joint and combined efforts and teamwork.

5. Learning Area 3 -- *Joint Operational Planning and Execution System and Integration of Battlespace Support Systems*

a. Apply planning concepts, techniques, and procedures for integrating battlespace support systems into campaign/theater planning and operations.

b. Comprehend IO, IW, and C4I concepts in joint operations.

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APPENDIX G TO ENCLOSURE E

CAPSTONE
JOINT LEARNING AREAS AND OBJECTIVES

1. <u>Overview</u>. The CAPSTONE curriculum helps prepare newly selected GO/FOs for high-level joint, interagency, and multinational responsibilities. Because of its focus on joint matters and national security, as well as its completely joint student bodies and faculty, the program is thoroughly and inherently joint. The course is conducted through classroom seminars, case studies, decision exercises, local area and overseas studies, and combatant command visits.

2. <u>Mission</u>. Ensure newly selected GO/FOs understand: (1) the fundamentals of joint doctrine and the Joint Operational Art; (2) how to integrate the elements of national power in order to accomplish national security and national military strategies; and (3) how joint, interagency, and multinational operations support national strategic goals and objectives.

3. <u>Learning Area 1 -- *National Security Strategy*</u>

 a. Analyze the national security policy process, to include the integration of the instruments of national power in support of the national security and national military strategies.

 b. Comprehend the impact of defense acquisition programs and policies and their implications for enhancing our joint military capabilities.

 c. Analyze the relationships between the military and cabinet-level departments, Congress, NSC, DOD agencies, and the public.

4. <u>Learning Area 2 -- *Joint Operational Art*</u>

 a. Comprehend joint doctrine and the joint operational art.

 b. Comprehend Service, joint, interagency, and multinational capabilities and how these capabilities can be best integrated to attain national security objectives.

 c. Comprehend how joint, Service, and multinational battlespace systems are integrated in support of theater strategies.

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ENCLOSURE F

PROCESS FOR ACCREDITATION OF JOINT EDUCATION

1. Overview. This enclosure details the charter and guidelines for preparation and conduct of the PAJE. The provisions of this enclosure apply to certification, accreditation, and reaffirmation reviews. Appendix A describes the PAJE charter, and Appendix B provides guidelines for institutional self-studies required for PAJE reviews.

2. Purpose. The PAJE serves two purposes: oversight and assessment. Through the PAJE, the Chairman of the Joint Chiefs of Staff complies with statutory responsibilities for oversight of the joint educational system. The PAJE also serves as a method for improving an institution's execution of JPME through periodic self-study and PAJE team assessment. The PAJE is not intended to be a detailed inspection of an institution's programs. It is an opportunity for a balanced team of peers and experts to assure the Chairman of the Joint Chiefs of Staff that each institution properly executes JPME and to offer benefit of the team's findings and recommendations.

3. Background. The PAJE process is generally guided by accepted civilian accreditation standards and practices tailored to the needs of JPME. Institutions teaching JPME differ from civilian universities in at least two significant ways:

    a. Underlying Theme of the Subject Matter. JPME addresses the diplomatic, economic, military, and informational dimensions of national security, with special emphasis on planning and conducting activities throughout the range of military operations.

    b. Learning Environment. Institutions conducting JPME bring together a faculty and student body of professional military officers and civilian government officials who have significant experience in the major disciplines taught at the colleges. Also, these institutions have access to and use classified information and wargaming facilities not available to civilian universities.

4. The Process. The PAJE is a peer review process and best accomplished by individuals with an in-depth understanding of JPME subject matter and the environment at the ILCs and SLCs. Consequently, representatives (military and civilian) of the Services, Joint Staff, and NDU directly involved with JPME are selected to conduct the PAJE. Despite the PAJE team's unique composition, its concept and

practices are common to all academic accreditation systems -- to strengthen and sustain professional education.

5. PAJE Sequence. The sequence of PAJE reviews starts with certification, followed by accreditation, and then subsequent reaffirmation of the program's accreditation status. All PAJE reviews are conducted using the guidelines of the PAJE.

　　a. Certification. Certification is the initial PAJE review and is intended for three situations: (1) programs that have never been awarded any type of PAJE accreditation status; (2) programs that were formerly certified or accredited, but have had that status expire; or (3) programs that are currently certified or accredited, but have undergone such significant changes that the current program is substantially different from the program that last received an accreditation status.

　　b. Accreditation. Accreditation is the second level of PAJE review and is conducted within 2 years following an institution's certification for JPME. Accreditation can be granted for up to 5 years, with various accompanying requirements for follow-on reports and/or follow-up visits.

　　c. Reaffirmation. Reaffirmation of accreditation occurs every 5 years from the date of initial accreditation. Reaffirmation also can be granted for up to 5 years, with various accompanying requirements for follow-on reports and/or follow-up visits.

　　d. Any program failing to achieve accreditation or reaffirmation is subject to decertification as a JPME provider.

6. Scheduling of PAJE Reviews

　　a. Certification requests for new programs are submitted to the Chairman of the Joint Chiefs of Staff through the respective Service headquarters or NDU. Certification requests for formerly certified/ accredited programs or substantially altered certified/accredited programs are submitted through respective channels to the DDJS-ME.

　　b. Requests for accreditation or reaffirmation are submitted to the DDJS-ME at least 6 months before expiration of the institution's accreditation status. Service and NDU colleges will forward their requests through their respective headquarters. Each request should indicate the specific program(s) for review and primary and alternate dates for PAJE team visits.

APPENDIX A TO ENCLOSURE F

PAJE CHARTER

1. The PAJE team performs certification, accreditation, and reaffirmation functions for the Chairman of the Joint Chiefs of Staff for ILC and SLC institutions that teach JPME.

2. In keeping with the philosophy of a peer review, team members must be well versed in JPME learning objectives, criteria, and standards. Whenever possible, the team will be composed of representatives from the same educational level (intermediate or senior) as the institution being assessed. Members of the executive committee and working group must receive PAJE training, sponsored by the Joint Staff , J-7 prior to participating in a certification or accreditation review. OSD, each Service, and NDU will nominate individuals to receive PAJE training and will maintain a cadre of qualified personnel to participate in PAJE accreditation or certification reviews.

3. The Joint Education Branch, J-7, Joint Staff, will form a team for each PAJE review by soliciting team member nominations from OSD, the Services, and NDU as required. Membership will be tailored to provide the appropriate balance of expertise in JPME learning areas, objectives, criteria, and standards. The standard PAJE Team composition is depicted below. The DJS or DDJS-ME may be alter team composition as required.

    a. Chairman. DJS.

    b. Executive Committee

        (1) The DDJS-ME, who also serves as Vice Chairman of the PAJE team.

        (2) One prominent DOD civilian educator (preferably with military background) with a doctoral degree, experience, and knowledge in civilian accreditation processes and principles.

    c. Working Group

        (1) Chief. One officer in the grade of O-6 from the Joint Education Branch, J-7, Joint Staff.

        (2) Service College and NDU Representatives. One officer or civilian (a staff or faculty member, preferably possessing a doctoral

degree) from each Service college and NDU. For SLC accreditation, representatives should be in the grade of O-6 or their civilian equivalent, except when exceptional circumstances warrant nomination of qualified O-5 officers or their civilian equivalents. Qualified officers in the grade of O-5 or civilian equivalents may regularly be nominated for accreditation visits to ILCs. Representatives will be individuals directly involved in JPME at a Service or joint PME college. NDU may, at its discretion, send a representative from each of its colleges at the level of the one being assessed. None of the representatives may be from the college being assessed.

(3) OSD Representative. One civilian, preferably in the grade of GM-15, with a doctoral degree and an educational background.

(4) For accreditation of DE programs, one officer 0-5 or above or civilian equivalent with documented distance education curriculum development expertise. This individual may not be from the college being assessed.

(5) Executive Assistant. One officer from the Joint Education Branch, J-7, Joint Staff (nonvoting).

(6) Joint Doctrine Adviser. One officer in the grade of O-5 or above from the Doctrine Division, Joint Warfighting Center, USJFCOM (nonvoting).

   d. Advisory Support. The PAJE team will be augmented as required by one or more individuals from the following categories.

(1) Institution Representative. One officer in the grade of O-6 from the institution whose program is being evaluated. Participation is limited to providing technical support and the individual will not participate in deliberations regarding the institution's accreditation.

(2) Independent Technical Input. A separate and independent evaluation may be obtained by a contract with a prominent nongovernment civilian educator or member of academia possessing a doctoral degree.

(3) Functional Experts. At the discretion of the PAJE team chairman, functional experts from within the Department of Defense may be invited to travel with and provide expertise during PAJE visits.

4. The PAJE Team normally conducts a 5-day on-site visit to the institution undergoing the PAJE review (select members of the team may visit off-site elements of the institution for DE certification/

accreditation). A team from the J-7 will also visit the school approximately 1 month before the full PAJE team to review the institution's preparations and readiness for the PAJE review. This pre-visit provides the school the opportunity to review their program briefings, visit agenda, and support plan for the PAJE visit with team representatives prior to the actual visit.

5. Following the certification/accreditation review, the PAJE team chairman recommends to the Chairman of the Joint Chiefs of Staff the certification, accreditation, or reaffirmation (as appropriate) of the JPME curriculum at an institution based upon the results of the PAJE team's review. The Chairman of the Joint Chiefs of Staff is the approval authority for certification and accreditation. The certification, accreditation, or reaffirmation report will be forwarded to the Chief of the Service, or President, NDU, for appropriate action.

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APPENDIX B TO ENCLOSURE F

INSTITUTIONAL SELF-STUDY

1. Introduction. This appendix identifies key issues for inclusion in an accreditation self-study. These issues provide insight into the quality of an educational program. The statements are neither exhaustive nor applicable in all cases. This method highlights key areas of concern in most academic programs and provides a common framework for a self-study.

2. Submission. A self-study report is forwarded from the academic institution seeking certification, accreditation, or reaffirmation directly to the DDJS-ME not later than 45 days prior to the PAJE team certification/accreditation visit.

3. Self-Study Format

    a. Institutional Purpose. Provide information concerning the institution's purpose, to include the mission statement and other guidance such as vision and goals.

    b. Organization

        (1) Describe how the institution is organized, to include an organizational diagram and how JPME fits into the organizational structure.

        (2) Identify any committees or other bodies involved with development, review, and quality control of JPME, or the preparation and conduct of the institutional self-assessment undertaken for the PAJE review.

        (3) Identify planned organizational changes that may affect JPME and explain their planned implementation.

        (4) Identify noteworthy strengths or limitations concerning the institution's organizational structure and JPME management practices.

    c. Academic Programs and Curriculums

        (1) Academic Programs. Briefly identify and describe the institution's major academic program(s).

        (2) The Joint Professional Military Education Curriculum

(a) Describe how JPME fits into the institution's academic program(s).

(b) Identify all courses that comprise the JPME curriculum. Also provide a list of guest speakers, the subject area of their presentations, and how their presentations support JPME learning areas and objectives.

(c) Provide a matrix that cross walks each JPME learning area and/or learning objective in the OPMEP to the course and lesson in the curriculum where it is addressed. (The requisite learning areas and/or learning objectives are identified in the appropriate appendix to Enclosure E of the OPMEP.)

(d) Identify any major changes planned for current course(s) and explain their effect on JPME.

(3) Curriculum Development. Describe the process used to develop and revise the JPME curriculum, to include the major participants and their roles. In particular, identify how internal and external feedback is utilized in revising the curriculum. Also identify the process used to ensure changes in joint doctrine and joint tactics, techniques, and procedures are incorporated into JPME.

(4) Identify noteworthy strengths or limitations concerning the institution's academic programs and curriculums.

   d. Academic Evaluation and Quality Control

(1) Explain how the institution evaluates students' success in attaining JPME objectives identified in the OPMEP (see appropriate appendix to Enclosure E, OPMEP).

(2) Describe the total evaluation program (including grading procedures and assessment of instructional quality).

(3) Explain the procedures used to ensure instruction standardization and evaluation among seminars.

(4) List the remedial programs or assistance provided for students experiencing difficulty completing course work satisfactorily.

(5) Describe how program deficiencies are identified and required instructional or curriculum modifications are coordinated.

(6) Provide a copy of instruments used to conduct follow-up surveys of graduates and their supervisors. Identify any established procedure ensuring data obtained is used to modify the curriculum in relation to graduates' performance in the field.

(7) Identify noteworthy strengths or limitations concerning the institution's academic evaluation and quality control systems.

e. Student Body

(1) Describe the student body composition, to include affiliations by Service, department, or organization; specialty code or branch (for military students); grade; average time in Service; and level of civilian and military schooling.

(2) Describe the criteria and rationale used for achieving student mixes within seminars.

(3) Provide a breakdown of all seminars, to include student names; grade; Service, department, or organizational affiliation; country; and specialty code.

(4) Identify noteworthy strengths or limitations concerning the student body.

f. Faculty

(1) Identify JPME faculty qualifications and determine if they have appropriate credentials and experience. Identify all faculty members with any involvement with JPME, to include their function (e.g., teach, curriculum development, course director, etc.); Service, department, or organizational affiliation (if appropriate); grade; area of expertise; academic degree level; military education level; and relevant joint and Service operational experience.

(2) Describe the military faculty mix by Military Department. Include a list of all faculty designated as teaching faculty and what courses they teach.

(3) Identify the student-to-faculty ratio for the institution and explain how these figures were computed. Include a list of all faculty used to compute this ratio.

(4) Describe orientation, training, and updating procedures established for faculty and staff members involved in JPME administration and instruction.

(5) Describe faculty development programs available for improving instructional skills and increasing subject matter mastery in JPME (as identified in the appropriate appendix to Enclosure E, OPMEP).

(6) Identify noteworthy strengths or limitations concerning the institution's faculty selection, qualifications, retention, or development.

g. Instructional Climate

(1) Explain how the institution ensures academic freedom, faculty and student inquiry, and open exploration of ideas.

(2) List active and passive learning methods used by the institution and the percentage of time students are involved in each.

(3) Describe how the institution approaches the JPME standard of joint awareness and joint perspectives. Explain what activities are used and describe how progress in this area is assessed.

(4) Identify student counseling and academic advisory services available to the students.

h. Academic Support

(1) Library

(a) List library resources available to students and provide examples of types of materials directly supporting JPME curriculum requirements. Comment on availability and access to joint publications, Joint Electronic Library, Joint Universal Lessons Learned System, and other resources.

(b) Identify noteworthy strengths or limitations in library services.

(2) Physical Resources

(a) Describe the adequacy of the institution's physical facilities for the number of students, course offerings, faculty members, and other academic requirements.

(b) Describe the accessibility of technology and course material development resources.

(c) Identify noteworthy strengths or limitations in physical facilities.

(3) Financial Resources

(a) Identify sources of financial support to the institution. Describe the adequacy of these resources to support JPME curriculum development and course execution.

(b) Identify resource shortfalls affecting academic programs and explain how they affect the JPME curriculum.

(c) List any projected changes in resource allocation affecting the JPME curriculum.

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ENCLOSURE G

REFERENCES

a. Title 10, USC, section 153.

b. Title 10, USC, section 663.

c. DOD Manual 8910.01, November 1986, "DOD Procedures for Management of Information Requirements."

d. CJCSM 3500.04 series, "Universal Joint Task List, Version 4.0."

e. DODI 1300.20, 20 December 1996, "DOD Joint Officer Management Program Procedures."

f. Joint Pub 1, 10 January 1995, "Joint Warfare of the Armed Forces of the United States."

g. Joint Pub 1-02, 23 March 1994 (updated through the Joint Electronic Library (JEL)), "Department of Defense Dictionary of Military and Associated Terms."

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GLOSSARY
PART I

ABBREVIATIONS AND ACRONYMS

ACGSC   Army Command and General Staff College
ACSC   Air Command and Staff College
AWC   Air War College
AY   academic year

C4I   command, control, communications, computers, and
                intelligence
C4ISR   command, control, communications, computers, intelligence,
                surveillance, and reconnaissance
CINC   commander of a combatant command, commander in chief
CJCS   Chairman, Joint Chiefs of Staff
CNCS   College of Naval Command and Staff
CNW   College of Naval Warfare

DE   Distance Education
DDJS-ME   Deputy Director, Joint Staff, for Military Education
DJS   Director of the Joint Staff
DOD   Department of Defense

GNA   Goldwater-Nichols DOD Reorganization Act of 1986
GO/FO   general officer/flag officer

ICAF   Industrial College of the Armed Forces
ILC   intermediate-level college
IO   information operations
IW   information warfare

J-1   Directorate for Manpower and Personnel, Joint Staff
J-7   Directorate for Operational Plans and Joint Force
                Development, Joint Staff
JCIWS   Joint Command, Control, and Information Warfighting
                School
JCS   Joint Chiefs of Staff
JCSOS   Joint and Combined Staff Officer School
JCWS   Joint and Combined Warfighting School
JDA   joint duty assignment
JDAL   Joint Duty Assignment List
JFC   joint forces commander
JFSC   Joint Forces Staff College
JOPES   Joint Operation Planning and Execution System

JPME   joint professional military education
JSPS   Joint Strategic Planning System

JSO   joint specialty officer
JTF   joint task force
JV 2010   Joint Vision 2010
JV 2020   Joint Vision 2020

LO   learning objectives

MCCCE   Marine Corps College of Continuing Education
MCCSC   Marine Corps Command and Staff College
MCWAR   Marine Corps War College
MECC   Military Education Coordination Council
MOOTW   military operations other then war

NCA   National Command Authorities
NDU   National Defense University
NPS   Naval Postgraduate School
NSC   National Security Council
NWC   National War College

OCS   officer candidate school
OPMEP   Officer Professional Military Education Policy
OSD   Office of the Secretary of Defense
OTS   officer training school

PAJE   Process for Accreditation of Joint Education
PME   professional military education
POI   Program of Instruction
POM   program objective memorandum

ROTC   Reserve Officer Training Corps

SAE   special area of emphasis
SIWS   School of Information Warfare and Strategy
SLC   senior-level college

UJTL   Universal Joint Task List
USAWC   US Army War College

GLOSSARY
PART II

DEFINITIONS[1]

accreditation. The granting of approval to an institution of learning by the Chairman of the Joint Chiefs of Staff after the school has satisfied the requirements specified in the PAJE. Accreditation follows certification in the process by which a program becomes accredited as a JPME provider.

battlespace. An updated description of today's multidimensional battlefield.

certification. An initial assessment of an institution as to whether it meets JPME requirements. Certification provisionally accredits a program for 2 years or until a full accreditation occurs.

combatant commands. One of the unified or specified combatant commands established by the President. *(Joint Pub 1-02)*

direct entry waiver. A waiver, requested by a Service and approved by the Chairman of the Joint Chiefs of Staff, that permits a officer who is neither a graduate from a certified or accredited JPME Phase I course of instruction nor a recognized Phase I-equivalent program, to attend JPME Phase II prior to completion of Phase I. The waiver only concerns the sequencing of the JPME phases and does not alter the requirement for completion of both JPME phases to meet the full education prerequisite for JSO/JSO nominee designation. *(DODI 1300.20)*

Distance Education (DE). The delivery of a structured curriculum to a student available at a different place or time than the teaching institution resident program., DE is deliberate and planned and the institution provides structure to the students' learning. Any title or terminology for describing distance education programs is acceptable within the constraint that all programs have an appropriate, structured curriculum.

education. The instruction of individuals in subjects that enhance general knowledge levels. *(Joint Training Policy)*

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[1] When ever possible, these definitions are extracted from Joint Pub 1-02. Unless identified as extracted from Joint Pub 1-02, these definitions are not standardized within the Department of Defense and are applicable only within the context of this instruction.

faculty. Personnel (military or civilian) who teach, conduct research, or prepare or design curricula.

information operations. Involves actions taken to affect an adversary's information and information systems while defending one's own information and information systems.

instruments of national power. Drawn from the definition of strategy (reference g), these include the broad categories of diplomatic, economic, military, and informational.

intermediate-level college. A formal, intermediate-level Service college; includes institutions commonly referred to as intermediate Service colleges, intermediate-level schools, intermediate Service schools, or military education level-4 producers.

joint duty assignment. An assignment to a designated position in a multi-Service or multinational command or activity that is involved in the integrated employment or support of the land, sea, and air forces of at least two of the three Military Departments. The preponderance of the officer's duties involves producing or promulgating national military strategy, joint doctrine, joint policy, strategic plans or contingency plans, or to commanding and controlling operations under a combatant command. *(DODI 1300.20)*

Joint Duty Assignment List. Positions designated as joint duty assignments are reflected in a list approved by the Secretary of Defense and maintained by the Joint Staff. Also called JDAL. *(Joint Pub 1-02)*

Joint Education Electives Program. The Joint Education Electives Program has been renamed the Program for Joint Education and organizationally moved out of the Naval Postgraduate School's National Security Affairs Department, to reside in the new directorate for Professional Military Education. Students who complete the JPME and Service PME, meet JPME Phase I ILC requirements for joint officer management education.

joint force. A general term applied to a force composed of significant elements, assigned or attached, of the US Army, the US Navy or the US Marine Corps, and the US Air Force, or two or more of these Services, operating under a single commander authorized to exercise operational control. *(Joint Pub 1-02) In this instruction, joint forces include any combination of air, land, sea, space, special operations forces, and command and control warfare assets.*

joint matters. Matters relating to the integrated employment of land, sea, and air forces, including matters relating to national military strategy, strategic and contingency planning, and command and control of combat operations under a unified command. *(Joint Pub 1-02)*

Joint Professional Military Education (JPME). A CJCS-approved body of objectives, policies, procedures, and standards supporting the educational requirements for joint officer management.

JPME phases. A two-level joint education program taught at Service intermediate- or senior-level colleges and the Joint Forces Staff College that meets the educational requirements for Joint officer management.

a. JPME Phase I. A first phase of JPME is incorporated into the curricula of intermediate- and senior-level Service colleges and other appropriate educational programs, which meet JPME criteria and are accredited by the Chairman of the Joint Chiefs of Staff.

b. JPME Phase II. A follow-on second phase of JPME for selected graduates of Service schools and other appropriate education programs that complements and enhances Phase I instruction. This phase is taught at JFSC to both intermediate- and senior-level students and completes their educational requirement for joint officer management.

joint specialty officer. An officer designated by the Secretary of Defense, with the advice and assistance of the Chairman of the Joint Chiefs of Staff, who is educated and trained in joint matters and has completed the requirements for "JSO" designation. *(DODI 1300.20)*"

joint specialty officer nominee. An administrative classification of an officer (grade O-3 or higher) assigned to a JDA or who has completed a full tour of duty in a JDA, nominated by the Secretary of a Military Department as a JSO nominee. To be nominated as a JSO nominee the officer must have successfully completed Joint Professional Military Education (Phase I & II) requirements or possess a critical occupational specialty. *(DODI 1300.20)*"

Military Education Coordination Council. An advisory body to the DJS on joint education issues, consisting of the MECC Principals and a supporting MECC Working Group. The purpose of the MECC is to address key educational issues of interest to the joint education community, promote cooperation and collaboration among the MECC member institutions, and coordinate joint education initiatives.

Military Education Coordination Council Principals. The MECC Principals are the DJS (Chairman); President, NDU (Vice Chairman);

DDJS-ME (Secretary); the Presidents, Directors and Commandants of the JPME colleges, Service universities, ILCs, and SLCs; and the heads of any other JPME certified or accredited institutions.

Military Education Coordination Council Working Group. A working group comprised of representatives (typically O-5s, O-6s, and civilian counterparts) of the MECC Principals and the Services. The working group is co-chaired by the Chief, Joint Education Branch, J-7, and a representative designated by the NDU President. Their primary function is coordination of MECC agenda items.

National Command Authorities. The President and the Secretary of Defense or their duly deputized alternates or successors. Also called NCA. *(Joint Pub 1-02)*

national military strategy. The art and science of distributing and applying the military to attain the national objectives in peace and war. *(Joint Pub 1-02)*

national security strategy. The art and science of developing, applying, and coordinating the instruments of national power (diplomatic, economic, military, and informational) to achieve objectives that contribute to national security. *(Joint Pub 1-02)*

non-resident education. The delivery of a structured curriculum to a student, located in a different time or place than the teaching institution. Non-resident is an acceptable synonym for distance education within the constraint that all programs have an appropriate, structured curriculum.

operational art. The employment of military forces to attain strategic and/or operational objectives through the design, organization, integration, and conduct of strategies, campaigns, major operations, and battles. Operational art translates the joint force commander's strategy into operational design, and ultimately, tactical action, by integrating the key activities at all levels of war. *(Joint Pub 1-02)*

operational level of war. The level of war at which campaigns and major operations are planned, conducted, and sustained to accomplish strategic objectives within theaters or areas of operations. Activities at this level link tactics and strategy by establishing operational objectives needed to accomplish the strategic objectives, sequencing events to achieve the operational objectives, initiating actions, and applying resources to bring about and sustain these events. These activities imply a broader dimension of time or space than do tactics; they ensure the logistic and administrative support of

tactical forces, and provide the means by which tactical successes are exploited to achieve strategic objectives. *(Joint Pub 1-02)*

pedagogy. The theory and practice of teaching; the art, science, and profession of instructional planning and delivery; the study and application of the psychology of learning.

Process for Accreditation of Joint Education. A CJCS-approved process for assessing the JPME programs at intermediate and senior colleges.

professional military education. The systematic instruction of professionals in subjects which will enhance their knowledge of the science and art of war.

range of military operations. A term used in Joint Pub 3-0, it consists of two broad categories -- war and military operations other than war. Command and control warfare is part of the range of military operations. See Joint Pub 3-0 for examples of the activities grouped under this definition.

reaffirmation. A follow-on accreditation review of an institution to determine whether it continues to meet PAJE standards. Reaffirmation is conducted five years after initial accreditation.

Reserve Components. Reserve Components of the Armed Forces of the United States are: the Army National Guard of the United States; the Army Reserve; the Naval Reserve; the Marine Corps Reserve; the Air National Guard of the United States; the Air Force Reserve; and the Coast Guard Reserve. *(Joint Pub 1-02)*

Senior Acquisition Course. A course conducted by ICAF as a consortium member of the Defense Acquisition University. Students completing this course are considered graduates of both the course and ICAF.

senior-level college. A formal, senior-level Service or NDU college; includes institutions commonly referred to as top-level schools, senior Service colleges, senior Service schools, or military education level-1 producers.

strategic level of war. The level of war at which a nation, often as a member of a group of nations, determines national or multinational (alliance or coalition) security objectives and guidance, and develops and uses national resources to accomplish these objectives. Activities at this level establish national and multinational military objectives; sequence initiatives; define limits and assess risks for the use of military and other instruments of national power; develop global or theater war plans to

achieve those objectives; and provide military forces and other capabilities in accordance with the strategic plans.
(Joint Pub 1-02)

tactical level of war. The level of war at which battles and engagements are planned and executed to accomplish military objectives assigned to tactical units or task forces. Activities at this level focus on the ordered arrangement and maneuver of combat elements in relation to each other and to the enemy to achieve combat objectives. (Joint Pub 1-02)

Title IV. The Department of Defense Reorganization Act of 1986 (P. L. 99-433), also known as the Goldwater-Nichols Act, has six titles. Title IV of the act established joint officer personnel policies, including statutory requirements for the education and assignment of JSOs. Provisions of title IV are codified in Chapter 38 of title 10, USC, sections 661-668.

Title 10 Hiring Authority. As used in this document, a shorthand term for the authority of the Secretary of Defense to use personal services contracts to hire civilians for NDU faculties and the authority of the Secretaries of the Military Departments to use personal services contracts to hire civilians for the faculties of certain Service colleges.

training. The preparation of individuals or units to perform specific functions, tasks, or missions. Training encompasses a variety of techniques, ranging from classroom instruction to major field exercises. *(Joint Training Policy)*

Universal Joint Task List. A comprehensive hierarchical listing of tasks that can be performed by a joint military force. It serves as a common language and reference system for joint force commanders, doctrine writers, combat developers, and trainers. The UJTL provides a basis for describing joint requirements, doctrine, capabilities, and combat activities. *(Joint Staff Manual 3500.4)*